

SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL: North Tattnall Middle School/Mr. Donny Sikes
NAME OF DISTRICT/SUPERINTENDENT: Tattnall County/Dr. Gina Williams
<input type="checkbox"/> <i>Comprehensive Support School</i> <input type="checkbox"/> <i>Targeted Support School</i> <input checked="" type="checkbox"/> <i>Schoolwide Title I School</i> <input type="checkbox"/> <i>Targeted Assistance Title I School</i> <input type="checkbox"/> <i>Non-Title I School</i> <input type="checkbox"/> <i>Opportunity School</i>

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS
Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent [Signature] Date 8/6/19

Principal Supervisor _____ Date _____

Principal [Signature] Date 8-02-19

Title I Director [Signature] Date 8/6/19
 (Title I Schools only)

Planning Committee Members (SWP 8.16)

Name	Position/Role	Signature
Donny Sikes	Principal	[Signature]
Roseann DeJarnette	Assistant Principal	[Signature]
Natalie Parker	Academic Coach	[Signature]
Pam Davis	Counselor	[Signature]
Solita Hayes	Special Education Teacher	[Signature]
Sheila Kennedy	Math Teacher	[Signature]
Lacy Martin	ELA Teacher	[Signature]
Sarah Jacques	Science Teacher	[Signature]
Cathy Beggs	Social Studies Teacher	[Signature]
Parker Gordon	Exploratory Teacher	[Signature]
Patricia Archer	Paraprofessional	[Signature]
Christine Crispell	Parent/Community Leader	[Signature]

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: IA, IIA, IIIA, IVA, IC, VB

School Designated as a Priority School No (Yes or **No**)

School Designated as a Focus School No (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
ELA: Focus more on writing instruction in an effort to improve the writing assessment on the Georgia Milestone EOG test.	Lesson Plans Student Writings EOG Georgia Milestones RESA Consultants	All ELA teachers Academic Coach RESA Consultants	Echalk-Parents can view their teacher's webpage in order to view the current activities of the class. Georgia Milestones student score report
ELA: Improve Lexile scores and progress monitoring	EOG Georgia Milestones iReady STAR Reading	All ELA teachers Media Specialist Administration Academic Coach School Counselor	STAR reports RTI meetings iReady data Georgia Milestones student score report

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<p>Math: Teachers will focus on the Achievement Level Descriptors when planning their instruction and assessments.</p>	<p>ALDs Assessments Lesson Plans IXL</p>	<p>Math teachers Academic Coach</p>	<p>Echalk-Parents can view their teacher's webpage in order to view the current activities of the class. IXL availability at home</p>
<p>PBIS-Discipline</p>	<p>Educator's Handbook PBIS lesson plans SSIP/CICO</p>	<p>PBIS Committee Administrators Academic Coach Teachers Parents Students</p>	<p>Newsletters Website Parent notification/contacts/conferences</p>
<p>Class Size Reduction for one on one instruction and Academic Coach</p>	<p>Stakeholder Survey GMAS iReady data RTI data</p>	<p>Administrators Academic Coach Teachers (3): grades 6 - 8 Support Staff Migrant paraprofessional</p>	<p>Individual Student Reports Website Newsletters School Council Social Media Leadership Team Academic Coach</p>
<p>Variety of courses offered to provide a well-rounded, enriched education</p>	<p>Stakeholder survey Student survey</p>	<p>Teachers: Music/Band, Art, PE, and STEM</p>	<p>Schedules Report Cards Website, surveys, letters</p>

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

North Tattnall Middle School will decrease the percentage of students scoring in the Beginning Learner level by 3% and increase the percentage of students scoring at the Proficient Learner level by 5% on the Georgia Milestones Assessment for ELA in grades 6-8.

<p>Georgia School Performance Standard (SWP 2, 7, 9, 10)</p>	<p>Student Group (All or Subgroup, Parents, Teachers) (SWP 9)</p>	<p>Action /Strategies <small>Include description of SWP 2, 7, 9, 10)</small></p>	<p>Evaluation of Implementation and Impact on Student Learning</p> <table border="1"> <tr> <td data-bbox="524 909 557 1094"> <p>Artifacts</p> </td> <td data-bbox="524 579 557 909"> <p>Evidence</p> </td> </tr> </table>		<p>Artifacts</p>	<p>Evidence</p>	<p>Monitoring Actions of Implementation</p>	<p>Estimated Cost, Funding Source, and/or Resources</p>
<p>Artifacts</p>	<p>Evidence</p>							

Georgia School Performance Standard (SWP 2, 7, 9, 10)	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction.</p> <p>Instruction Standard 2: Creates an academically challenging learning environment.</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.</p>	All	<p>Decrease the percentage of students scoring in the Beginning Learner from 51% to 48% in 6th grade, 38% to 35% in 7th grade, and 32% to 29% in 8th grade or below and increase the percentage of students scoring in the Proficient Learner from 27% to 32% in 6th grade, 27% to 32% in 7th grade, and 24% to 29% in 8th grade.</p> <p>County level ELA teachers will meet every nine weeks to plan, adjust, and work together on assessments and instructional practices.</p> <p>Migrant para-professionals will provide support through the inclusion model for service of migrant students.</p> <p>Teachers will use the inclusion model to provide language support as the regular teacher provides the content.</p> <p>Teachers will use ACCESS test results to differentiate instruction and activities for ESOL students in the classroom.; ESOL inclusion classes</p> <p>SSIP-provide support for the targeted 50 high risk students; Check In-Check Out in place for these students each week</p> <p>Provide support to all students in order to promote reading and improve Lexile scores.</p> <p>Use practices and assessments to guide, revise, and inform instruction.</p> <p>Lead teachers will support other ELA teachers with redelivery of professional learning and assist with curriculum and planning.</p> <p>Teachers will use higher order thinking skills and critical and creative thinking.</p> <p>Use of evidence based teaching strategies, software, and educational programs</p> <p>Teachers will effectively use technology to provide real world application to enhance students' learning</p> <p>Academic Coach will provide additional support to migrant para-professionals in order to support literacy across all subjects and provide resources/training/modeling for increased knowledge of literacy standards and how to effectively implement them.</p>	<p>Curriculum documents, pacing guides, student work, common assessments, assessment data, benchmarks, iReady data, STAR reports, Lexile scores, grade level meeting notes, leadership team meeting notes, PLC agendas, CCRPI report</p>	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> Guidance and implementation of collaborative planning, monitoring, and supporting teacher engagement Supervise and support with the meetings concerning the SMART goal Walkthroughs and observations <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> Understanding of the types of assessments and results Implementation of new computer programs and writing techniques <p>Students Demonstrate:</p> <ul style="list-style-type: none"> Participation in Write Score writing assessments as a method to develop writing and revision skills. Improved reading practices 	<p>Teachers teaching according to designed curriculum documents and pacing guides at each grade level (Impact checks twice each nine week period)</p> <p>On-going professional learning for teachers in the implementation of writing content and increasing Lexile scores</p> <p>Lesson Plans</p> <p>Observations</p> <p>Monthly SSIP meetings</p>	<p>Funding for evidence based technology such as IXL and iReady, and USA Test Prep computer programs</p> <p>Funding for novels and Scholastic magazines</p> <p>Funding for supplemental texts</p> <p>PL for Writing Instruction and Addressing Reading Deficiencies</p> <p>Funding for tutors/after school program</p> <p>Funding for journals and other instructional supplies</p> <p>Funding for Reading/Writing Strategies Books for teachers</p> <p>Funding for Academic Coach position</p> <p>Funding for migrant para-professionals</p> <p>Funding for ESOL inclusion teacher</p>

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

North Tattnall Middle School will decrease the percentage of students scoring in the Beginning Learner level by 3% and increase the percentage of students scoring at the Proficient Learner level by 5% on the Georgia Milestones Assessment for Math in grades 6-8.

Georgia School Performance Standard (SWP 2, 7, 9, 10)	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies <small>Include description of SWP 2, 7, 9, 10</small>	Evaluation of Implementation and Impact on Student Learning	Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence	

Georgia School Performance Standard (SWP 2, 7, 9, 10)	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards.</p> <p>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning.</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.</p>	<p>All</p> <p>Decrease the percentage of students scoring in the Beginning Learner from 20% to 17% in 6th grade, 27% to 24% in 7th grade, and 21% to 18% in 8th grade or below and increase the percentage of students scoring in the Proficient Learner from 27% to 32% in 6th grade, 29% to 34% in 7th grade, and 29% to 34% in 8th grade.</p> <p>County level Math teachers will meet every nine weeks to plan, adjust, and work together on assessments and instructional practices. These curriculum documents are aligned with rigor.</p> <p>Migrant para-professionals will provide support through the inclusion model for service of migrant students.</p> <p>ESOL inclusion classes</p> <p>SSIP-provide support for the targeted 50 high risk students; Check In-Check Out in place for these students each week</p> <p>Utilization of assessment data to ensure teaching and learning aligns to GSE.</p> <p>Class size reduction teachers to promote more one on one and individualized instruction, DI, small group instruction, and flexible grouping</p> <p>Teachers will use practices and assessment data to guide, revise, and inform instruction; hold student conferences to discuss data and learning</p> <p>Teachers will teach advanced math classes to prepare them and the ability to receive college credits in eighth grade courses</p> <p>Teachers will use research based strategies; provide feedback; cooperative learning; and questioning techniques.</p> <p>Teachers will use problem based learning to solve problems.</p> <p>Use of evidence based teaching strategies, software, and educational programs</p> <p>Lead teachers will support other Math teachers with redelivery of professional learning and assist with curriculum and planning</p> <p>Teachers will effectively use technology to provide real world application to enhance students' learning</p>	<p>Artifacts</p> <p>Curriculum documents, pacing guides, student work, common assessments, iReady data to measure growth, benchmarks, grade level meeting notes, leadership team meeting notes, PLC agendas, Individual student progress, CCRI report</p>	<p>Evidence</p> <p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> Knowledge of implementation of strategies and interventions in the area of mathematics Monitoring and supporting teacher engagement in the process Walkthroughs and observations <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> Understanding of the results of data findings needed to impact student learning Understanding of the best practices for instruction Ability to plan hands-on, project based, and small group opportunities <p>Students Demonstrate:</p> <ul style="list-style-type: none"> Participation in new computer programs to remediate or accelerate math skills 	<p>Teachers teaching according to designed curriculum documents and pacing guides at each grade level.</p> <p>Weekly collaborative planning observations</p> <p>Monthly data reports concerning student progress</p> <p>Impact checks</p> <p>Lesson plans</p> <p>Observations</p>	<p>Funding for evidence based technology such as IXL, iReady, and USA Test Prep computer programs</p> <p>Funding for math teacher for class size reduction</p> <p>Funding for STEM program and resources</p> <p>Funding for math manipulatives like algorithms, calculators, visual aids, hands on materials, base ten blocks, measurement tools, geometry 3D shapes, GSE Coach workbooks, journals, Scholastic magazines, and other instructional supplies</p> <p>Funding for tutors/ after school program</p> <p>Funding for Academic Coach position</p> <p>Funding for migrant para-professionals</p> <p>Funding for ESOL inclusion teacher</p>	

Professional Learning Plan to Support School Improvement Plan
(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<i>Co-Teaching Parity Training</i>	2019-2020 SY	<i>Funding for substitutes for teachers who attend</i>	<i>Academic Teachers SPED Teacher Academic Coach SPED Director</i>	<i>Observations/Walkthroughs Lesson plans Co-planning Monthly meetings/training</i>	<i>Lesson plans Walkthrough Data Meeting minutes</i>
<i>Professional Development Courses</i>	2019-2020 SY	<i>Funding for registration, mileage, and substitutes for teachers who attend</i>	<i>Teachers Academic Coach</i>	<i>Observations/Walkthroughs Lesson Plans Redelivery of course to other teachers</i>	<i>Lesson plans Observations TKES documentation</i>
<i>Utilizing Math and ELA RESA Consultants</i>	2019-2020 SY	<i>Funding for substitutes for teachers who attend</i>	<i>RESA Consultants ELA Teachers Math Teachers Academic Coach</i>	<i>Lesson Plans Observations</i>	<i>Student work samples Writing Assessment scores Lexile Scores</i>
<i>PLC Meetings</i>	<i>Monthly during 2019-2020 SY</i>	<i>No Cost</i>	<i>All Teachers Academic Coach Principal Assistant Principal</i>	<i>Observations</i>	<i>Lesson Plans Student work samples PLC Meeting Minutes</i>

County-wide Unit Planning	2019-2020 SY	No Cost	All Teachers Academic Coach Curriculum Director	Meeting each 9 weeks with teachers across the county to plan, edit, and update unit resources	Curriculum Resources Sign-in sheets
PBIS Team	2019-2020 SY	No Cost	PBIS Team	Monthly Meetings to review behavior data Educator Handbook	Meeting Minutes Behavior data
RTI	Weekly meeting during 2019-2020 SY	Aimsweb computer program	RTI Team	Tier 1, 2, and 3 students	Student progress monitoring data Aimsweb data
New teacher mentors that assist throughout the year in an effort to promote teacher retention	2019-2020 SY	Stipend to each mentor-TCBOE	TCBOE Mentoring teachers	TCBOE Administration Academic Coach	Mentor documentation of service, TKES documentation for new teachers
New teacher orientation	2019-2020 SY	Stipend to each teacher-TCBOE	TCBOE	TCBOE Administration Academic Coach	New teacher orientation agendas, TKES documentation for new teachers
Student agendas, student handbooks, parent newsletters	2019-2020 SY	Funding for agendas	TCBOE	Teachers Administration	Agendas Test Scores Students' grades
Student software aimed at assisting with assessment, remediation, and acceleration, language acquisition	2019-2020 SY	iReady IXL AR/STAR AIMSWEB USA Test Prep Rosetta Stone English in a Flash	TCBOE Teachers Academic Coach	Walkthroughs and observations Lesson plans Academic Coach visits	Lesson plans Student program reports
Technology in the classrooms to enhance student engagement	2019-2020 SY	Chromebooks, carts, web cams, projectors,	TCBOE Media Specialists	Administrative observations lesson plans Academic Coach visits	Lesson plans PLC agendas TKES teacher

		<i>headphones</i>				<i>documentation Student products</i>
<i>ESOL and Gifted Endorsement for regular education teachers</i>	<i>2019-2020 SY</i>	<i>Funding for course costs</i>	<i>TCBOE Teachers</i>		<i>Lesson plans Observations</i>	<i>Endorsement credentialing, master schedule class offering, teacher placement, student placement</i>
<i>ESOL Teacher PD – redelivery upon return to all instructional staff – use of WIDA standards to improve instruction</i>		<i>WIDA materials, ESOL teacher travel and registration</i>	<i>ESOL teachers</i>		<i>Sign in sheet, agenda, materials used for redelivery to all instructional staff</i>	
<i>Academic Coach</i>	<i>2019-2020 SY</i>	<i>Faculty contracted</i>	<i>Academic Coach</i>		<i>Administration Academic Coach Team minutes Professional Logs</i>	<i>Lesson Plans, Professional Logs, Unit meeting Agenda, Curriculum alignment (mapping), Formative Assessments, Student testing data, Student classroom grades</i>
<i>GACE registration fees, study guides</i>	<i>2019-2020 SY</i>	<i>Registration fees Study materials</i>	<i>TCBOE Administration</i>		<i>Administrative approval and placement</i>	<i>Teacher score reports and certification documentation</i>
<i>Instructional supplies, math manipulatives, supplemental texts</i>	<i>2019-2020 SY</i>	<i>TCBOE</i>	<i>Academic Coach Media Specialist</i>		<i>Administrative observations Lesson plans Academic Coach visits</i>	<i>Lesson plans Student projects</i>

Parent Engagement and Communication - notices sent to EL parents in home language whenever possible. EL parents are signed up for parent portal accounts by the school registrar at the county-wide EL parent meeting. Title I Plan and Compacts are translated into home language when possible for all parents. Translators can be scheduled to attend parent conferences and parent meetings (including the Annual Title I Meeting) to aid in translation. All schools have use of the TransAct website for translation help. All schools have iPad that can be used for voice to voice translation. Each spring EL parents are given a survey that indicates topics that they would like covered in their parent meetings the following year. Topics are discussed in EL parent meetings that would help the parents to provide academic assistance to their students.

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Parent and Family Engagement	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Back to School Open House (6 th , 7 th , and 8 th grades)	August 2019	None	Administration Teachers	Sign-in Sheets	Agenda/PPT Information packets
Class Pages and newsletters	August 2019-May 2020	None	Administration Media Specialist Teachers	Parent Survey	Newsletters Screenshots
Bi-Weekly progress reports	August 2019-May 2020	Paper	Administration Teachers	Progress reports	Progress reports Parent contact logs
Social Media—Remind 101, School website, Facebook –	August 2019-May 2020	None	Administration Teachers Media Specialist	Parent Survey Site visits	Logs Screenshots
Annual Title I Meeting -	Fall 2019	None	Administration Teachers Tarsha Beal, Parent Engagement Coordinator	Parent Survey Sign-in sheets	Agenda Brochure
Parent/Teacher Conferences	August 2019-May 2020	None	Administrators Teachers	Meeting minutes Student progress reports	Parent logs
Grade Nights	August 2019-May 2020	None	Administration Teachers	Sign-in Sheets	Power Point
Parent Portal – school registrar will assist EL parents setting up accounts at the ESOL	August 2019-May 2020	TCBOE	Gail Ray, Registrar Parents	Interactive hits on website	Parent registration Hits on website

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parent night						
TCHS 9 th grade Registration Preview Night	April 2020	None	8 th grade teachers Administration Academic Coach	Sign-in Sheets	Information packets	
Middle School Transition Meeting at RES and CES	May 2020	None	Administration 5 th grade students	Student surveys Parent surveys	PPT Agenda School webpage	
Career Day	Spring 2020	None	Local partners/community leaders STC	Student surveys	Agenda Newsletters School webpage	
Career Counseling	May 2020	None	Counselor All students	Interest inventories/Career Inventories Survey results	Grade level reports Career clusters in individual portfolios	
Mental Health Counseling	August 2019-May 2020	TCBOE	Becky Anderson, <i>Family Connections Specialist</i> School Counselor Mental Health Counselor Students	School Counselor referral	Referral form Parent consent form	
Choose Love	August 2019-May 2020	None	Tina Debevec, Pam Davis PE Coaches Students	Lesson Plans Student surveys	Student lessons	

Highly Qualified Staff (SWP 3.5)

All courses are taught by highly qualified staff. Yes (Yes or no)
If no, explain.

List efforts to recruit highly qualified teachers to your school.

New Teacher Academy and beginning teacher stipend for new teacher orientation

Job Listings on Teach Georgia

Job Listings in local newspapers

Mentor Teacher Program and stipends for assistance during the year to new teachers (RMS has three new teachers assigned to mentors.)
GACE Tests and Study Guides, Title IIA

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>